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ABSTRACT

An academic planning conference is reported, with articles included on several topics pertaining to faculty members. A summary and agenda of the 1979 conference on "Ethical and Economic Issues Concerning Academic Professionalism and Compensation in an Era of Accountability, Limits, and Inflation" are presented. An article on faculty outside professional activities discusses concern over a lack of role definition for faculty. The Ethical and Economic Issues Project is seeking to develop new models for faculty appointments so that expectations for the use of their expertise could be satisfactorily resolved. The newsletter also presents: preliminary survey results on projected future directions of college involvement in lifelong learning; information on university copyright policies concerning work generated at colleges; findings from surveys concerning faculty salaries and earnings; and a note about a survey being conducted on the 1944 Chicago (Hutchings) 4-E Contract, which stipulated that faculty members devote their full time to instruction and research and which provided that all compensation for professional services be assigned to the university. (SW)

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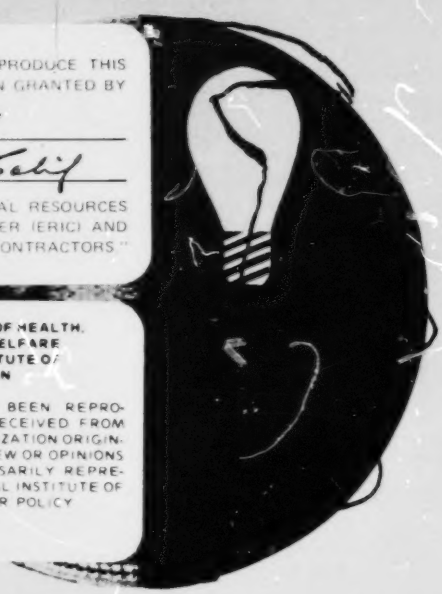

Ethical and Economic Issues

Newsletter

APRIL 1979

THE 1979 ACADEMIC PLANNING CONFERENCE
June 11-13, 1979

The University of Southern California Office of Institutional Studies held its first annual academic planning conference in January 1976. In January 1977 and January 1978 the second and third conferences dealt with the issues of this project, academic salaries and supplemental income and their ethical, economic and political implications. The fourth conference in June will focus specifically on "Ethical and Economic Issues: Academic Professionalism and Compensation in an Era of Accountability, Limits and Inflation."

We sense an increasing interest in this complex of topics. Base academic salaries have not kept pace with inflation. It is perhaps no consolation that wages or even total earnings of millions of other Americans have also not kept up. We are learning from our *Ethical and Economic Issues Project* studies that most faculty (80-90%) do earn supplemental income, but the degree to which this augments base salary sufficiently to keep up with the cost of living is not clear. Good comparable data over the last decade are unfortunately not available. Individual academics have told us inflation is forcing more faculty to seek supplemental income. This is regrettable since we need to marshal our resources to sustain and enhance higher education in the difficult decade ahead. Unfortunately this expansion of extra-income-earning activity has also come at a time when legislators and the public are increasingly aware and critical of extramural faculty commitments. Taxpayers and their elected representatives no longer endorse major spending increases for higher education. An impression that faculty are neglecting teaching to earn outside income may predispose legislators to keep salary increases at a low level. These low salary increases in turn may encourage further supplemental income work and less institutional commitment, which will contribute to a continuing downward spiral in higher education. The high priority accorded higher education in the last two decades has already eroded, and further decline is well underway. Yet the educational needs of society in a post-industrial era require a strong academy.

The old saying "things must get worse before they can get better" reflects centuries of human experience. Must the affairs of higher education get worse before they get better—or are they bad enough already? We sense that the lowered priority of higher education is in part due to the problems within the academy itself. To the extent that this is true it is surely in our best interests (as well as those of society) to take constructive action rather than to whitewash these shortcomings.

Our project and the 1979 conference are intended as modest steps towards countering this vulnerability to criticism and budget cutting. We invite you to come and contribute to this effort.

Robert H. Linnell
Conference Director

NE 011 200

Support of the CARNEGIE CORPORATION of New York is acknowledged with thanks.

THE PROGRAM

The conference opens at 2:00 p.m. on Monday, June 11, with two 90-minute sessions followed by a reception and banquet in the evening. On Tuesday, June 12, there will be two morning sessions, a luncheon and two afternoon sessions. That evening there is an optional boat trip and buffet. On Wednesday, June 13, there are two concluding sessions with adjournment at 12:15 Noon.

THE USC FOURTH ANNUAL ACADEMIC PLANNING CONFERENCE
JUNE 11, 12, 13 — 1979

"ETHICAL AND ECONOMIC ISSUES: ACADEMIC PROFESSIONALISM AND COMPENSATION IN AN ERA OF ACCOUNTABILITY, LIMITS AND INFLATION"

JUNE 11, 1979 **SESSION I**

2:00- 2:20 p.m. "Introduction to Conference Goals and Hopes for the Future"—Robert H. Linnell

2:20- 3:30 p.m. "The Dilemmas of Interest Conflicts and Academic Ethics," Panel Discussion—Henry Clark, Paul Hardin, Louis Levin, and William May

3:30- 3:45 p.m. BREAK

SESSION II
GOVERNMENT AND ACADEME

3:45- 4:00 p.m. "Legislative Concerns in Funding Higher Education: Views from Sacramento"—David Jolly

4:00- 4:15 p.m. "How Government Prevents Development of High Quality Programs and Effective Resource Use in Higher Education"—David Adamany

4:15- 4:30 p.m. "The Impact of Federal Rules on Academe"—Jeffrey White

4:30- 5:15 p.m. "Understanding and Improving the Government—University Relationship," Panel Discussion—David Adamany, Sefton Boyars, David Jolly, Jeffrey White

6:30 p.m. Hosted Reception

7:30 p.m. BANQUET Speaker: Paul Hardin

JUNE 12, 1979 **SESSION III**
ACADEMIC COMPENSATION: MYTHS AND REALITIES

9:00- 9:20 a.m. "Establishing a Basis for Comparison of Salaries"—Robert H. Linnell

9:20- 9:40 a.m. "The Declining Economic Status of Faculty"—Lee Hansen

9:40-10:00 a.m. "Total Faculty Earnings, Academic Productivity and Demographic Variables"—Herbert W. Marsh

10:00-10:30 a.m. "Academic Earnings: Proposals for Change," Panel Discussion—Maryse Eymonerie, Lee Hansen, Robert Linnell, and Herbert Marsh

10:30-10:45 a.m. BREAK

SESSION IV
INTELLECTUAL PROPERTY RIGHTS

10:45-11:10 a.m. "Issues of Intellectual Property Ownership for Academic Employees"—Donald Costello

11:10-11:30 a.m. "Property Rights from Taxpayer-Supported Work"

11:30-12:15 p.m. "Intellectual Property: Equity for Creative People, Sponsors, and the Public Good," Panel Discussion—Donald Costello, Kenneth Down, Clark McCartney, Raymond Woodrow

12:30- 1:45 p.m. LUNCHEON Speaker: M. Kent Wilson

SESSIONS V AND VI
ACADEMIC EXPERTISE BEYOND THE IVORY TOWER

2:00- 2:20 p.m. "Outside Professional Activities"—Kristine E. Dillon

2:20- 3:00 p.m. "Academic Expertise and Service to Society"—William F. May

3:00- 3:30 p.m. "The Ethics and Economics of Supplemental Teaching"—Leonard Freedman

3:30- 3:45 p.m. BREAK

3:45- 5:15 p.m. "Providing University Expertise to Government and Industry," Panel Discussion—Kristine Dillon, Lee Hansen, Robert Linnell, William May, and Raymond Woodrow

6:30 p.m. OPTIONAL—Boat Trip and Buffet

SESSION VII
PUBLIC EXPECTATIONS OF HIGHER EDUCATION

9:00- 9:30 a.m. "Higher Education in the Post Proposition 13 Era"—Edward Blakely

9:30-10:30 a.m. "Understanding the Increase in Government Regulation and the Lowered Priority of Higher Education," Panel Discussion—Edward Blakely, David Jolly, Louis Levin, and John T. Wilson

10:30-10:45 a.m. BREAK

SESSION VIII
HIGHER EDUCATION AND CHANGE

10:45-11:15 a.m. "Responding and/or Providing Leadership to a Changing Society"—Paul Olum

11:15-12:00 Noon "Applying Academics to Academe: Is Academic Self-Renewal Possible?," Panel Discussion—Leonard Freedman, Robert Linnell, Paul Olum, John Weaver

12:00-12:15 p.m. Summary Remarks and Adjournment—Robert H. Linnell

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This conference is being sponsored by the *"Ethical and Economic Issues Project"* of the Office of Institutional Studies, University of Southern California, University Park, Los Angeles, California 90007. Support of the Carnegie Corporation of New York is gratefully acknowledged. The location for the conference will be the Newporter Inn Hotel, Newport Beach, California.

Robert H. Linnell, Conference Director
and Director, Office of Institutional Studies

SPEAKERS

DAVID ADAMANY, Vice President for Academic Affairs, California State University-Long Beach, Long Beach, California

EDWARD BLAKELY, Assistant Vice President for Academic Personnel, University of California System, Berkeley, California

SEFTON BOYARS, Assistant Regional Auditor, University Audits, HEW Audit Agency, San Francisco, California.

HENRY CLARK, Associate Director, Center for Humanities, University of Southern California, Los Angeles, California.

DONALD F. COSTELLO, Director, Academic Computing Services, University of Nebraska, Lincoln, Nebraska.

KRISTINE E. DILLON, Assistant Project Director, Ethical and Economic Issues Project, Office of Institutional Studies, University of Southern California, Los Angeles, California.

KENNETH S. DOWN, Assistant Dean for Instructional Television, School of Engineering, Stanford University, Stanford, California.

MARYSE EYMONERIE, Associate Secretary and Survey Director, American Association of University Professors, Washington, D.C.

Speakers continued

LEONARD FREEDMAN, Dean of Continuing Education, University of California-Los Angeles, Los Angeles, California.

LEE HANSEN, Professor, Department of Economics, University of Wisconsin at Madison, Madison, Wisconsin, and Member, Committee "Z," AAUP.

PAUL HARDIN, President, Drew University, Madison, New Jersey.

DAVID O. JOLLY, Consultant, Assembly Committee on Ways and Means, California Legislature, Sacramento, California.

LOUIS LEVIN, Retired; former Assistant Director, National Science Foundation; Santa Barbara, California.

ROBERT H. LINNELL, Director, Office of Institutional Studies, University of Southern California, and Director, Ethical and Economic Issues Project, USC, Los Angeles, California.

HERBERT W. MARSH, Head, Evaluation Services, Office of Institutional Studies, University of Southern California, Los Angeles, California.

WILLIAM F. MAY, Professor of Religion, Indiana University, Bloomington, Indiana.

CLARK MCCARTNEY, Director, Contracts and Grants Office, University of Southern California, Los Angeles, California.

PAUL OLUM, Provost, University of Oregon, Eugene, Oregon.

JOHN C. WEAVER, Executive Director, Annenberg Center for the American Experience, University of Southern California, Los Angeles, California.

JEFFREY WHITE, Senior Research Associate, Sloan Commission on Government and Higher Education, Cambridge, Massachusetts.

JOHN T. WILSON, President Emeritus, University of Chicago, Chicago, Illinois.

M. KENT WILSON, Director, Office of Planning and Resources Management, National Science Foundation, Washington, D.C.

RAYMOND WOODROW, Retired; former Special Assistant to the President, Princeton University, Princeton, New Jersey.

FACULTY OUTSIDE PROFESSIONAL ACTIVITIES: ASSESSING THE REASONS FOR CONCERN

Universities have long permitted and even encouraged faculty to make arrangements for external employment in their areas of specialization. Such "real world" applications of academic expertise have been viewed as beneficial not only to the outside recipient but also to the faculty member whose experience and competence might be enhanced. Until recently, the arrangements were viewed as clearly beneficial to the university as well. Such activity was believed not only to have

Faculty Outside Professional Activities continued

contributed to the fulfillment of the university's mission in the realm of public service but also to have served in offsetting faculty salaries acknowledged to be below a competitive level.

All of these benefits may still be valid results of consulting and other outside activities; however, it is clear that the value of academic expertise provided on a fee-for-service basis are today viewed with some skepticism and the motives behind such activities are being questioned. The reasons for an attitudinal shift on the parts of the public, elected government officials, and university administrators may be traced to a complicated range of social developments. Admittedly, many of these may have had little to do with the behavior of most faculty, and the mistrust of these constituencies is perhaps not entirely warranted. However, it must also be said that faculty have, following the rapid growth in support for higher education in the 1960s, emerged in the public eye as no longer the underpaid scholars whose commitments to academe are made with some measure of personal sacrifice.

Today's academician is seen as a much more sophisticated professional. Leaders from a variety of business and political arenas rely upon academic talents to contribute to a wide range of decisions that affect society. Frequently this academic expertise is the most advanced knowledge currently available for application to societal needs.

In this context, it appears that the public sees the academician much as it sees the physician. Academic skills are needed by a society which relies heavily upon the application of scientific knowledge. However, as in the case of the physician, society has become dubious that the academic professional can act in the best interests of the clientele served when no monitoring of professional activity is influenced by that clientele. For the academician, the clientele served may be a number of groups of people. One set of clients is obviously students who may feel that a faculty member's outside activities take too much time from regular teaching or other university responsibilities. The clientele is also composed of general taxpayers who may feel that—in the case of the public universities—they contribute to a full-time salary for professors, yet faculty can and do earn additional income for time spent working as consultants for industry or government agencies, running their own professionally-related businesses, or teaching elsewhere. (This reaction is hardly less relevant for the large private universities whose financial stability is largely dependent on public funds and tax laws). From the perspective of these clients, it is probably difficult to view such outside professional activities in the context of public service and professional development.

From another perspective, universities employing academic professionals are beginning to recognize problems with a role definition for faculty that includes provision of tenured job security yet little stipulation of what a full-time appointment really entails. Responses to a recent survey of graduate deans at all research and doctoral-granting universities reveal that universities generally perceive their faculty members as having a range of professional opportunities external to the university. It is clear from policy language that most are concerned that these outside activities might infringe on academic responsibilities. Policies for consulting and/or conflict-of-interest have been developed by 92 of the 95 responding universities. Policy analysis showed that areas most frequently covered (included in 65% of the policies) were 1) requirements for university approval of outside activity, 2) limitation of outside activity to some portion of total workload, and 3) stipulation that the activity must not interfere with other duties. Other concerns, cited in about a third of the policies, were that faculty 1) must make annual disclosures of income from outside activities, 2) may not use university facilities for outside work, 3) may only engage in outside work which adds to their professional abilities, and 4) may not teach for another university. Clearly, at least some universities are sensitive to the problems created by a role definition for academics that has allowed and even encouraged faculty to engage in outside professional activities. It may be observed that these activities compete not only for time the university believes is included within the university's expectation of a "full-time" appointment but also that they compete with or benefit from existing university programs.

The *Ethical and Economic Issues Project* is seeking to develop new models for faculty appointments that could establish a better relationship between the academic professional and the various clienteles that are dependent upon academic talents. Changes are needed in order to ensure faculty behavior that is in keeping with the professional obligations appropriate to a scholar, researcher, and teacher. Academicians do not benefit from the loss of credibility resulting from the lack of current role definitions. It is likely that they could serve their various clients better if conflicting expectations for the use of their expertise were satisfactorily resolved.

FACULTY ROLES IN THE CHANGING CONTEXT OF CONTINUING EDUCATION

A survey is currently being conducted in which over 200 deans and directors of continuing education programs are providing the *Ethical and Economic Issues Project* with their perspectives on the future directions of university and college involvement in lifelong learning. Specifically, respondents are furnishing information about their own current programs regarding enrollment, size of program, types of programs, instructional staff, and the development of educational materials for use in continuing education. Based upon these current data and the deans' own views of the next ten years, they are asked for estimates of the same range of information about their programs for the late 1980s. The survey also includes a series of attitudinal questions relating to policies which are of interest to the *Ethical and Economic Issues Project*. Basically all of the policy items are included in the general question, "Does the University have current policy and practice supportive of the expansion of lifelong learning programs to compensate for the decline in enrollments of traditional undergraduate age students?"

Continuing education administrators are being surveyed because many forecasts of the future of higher education cite increased adult attendance as a likely focus for higher education in the 1980s. This project is attempting to learn to what extent traditional academicians may be involved in these growing programs for adults and whether the faculty role as defined today is what continuing education may require in the next decade.

There are a number of dimensions to this study. There is some concern today that full-time faculty who are doing teaching for extra compensation (not necessarily at their own institutions) may neglect or shortchange their full-time commitments. In some cases extra-compensation teaching for others may "compete" with the home institution's similar program (or preempt the development of some programs), thus depriving the primary institution of income which could be used to meet basic salary needs. Of course, some institutions foster this problem by hiring full-time faculty from other institutions to teach part-time in their own continuing education programs. The survey asks continuing education administrators how many of their instructors are drawn from their own faculty and whether the classes taught are counted as on-load or over-load, and how many faculty from other institutions currently teach their continuing education courses.

These questions are designed to determine current practices for the staffing of continuing education. Information is also requested about preferable reward structures for continuing education faculty. Should faculty efforts in continuing education be given recognition in terms of tenure, promotion, and/or salary considerations? The opinions of deans and directors about increasing the on-load use of faculty from their own institutions in their continuing education programs and establishing tenure-track and/or full-time twelve-month continuing education instructional staff positions are being solicited. The area of intellectual property rights is also covered. Do we need new types of faculty-institutional property rights agreements in order to meet the educational needs of a society in the midst of a communications-technology revolution?

Answers to these questions are now being compiled as the surveys are returned. While it is too early to report complete results, some interesting comments from respondents can be cited:

- ★ Continuing education needs "the establishment of University policies that adequately compensate and thus encourage regular faculty and staff to develop and/or instruct CE courses by funding such compensation, at least in part, through general funds."

- ★ "CE should become an integral part of the offerings of an institution and should be part of every staff member's responsibility in his/her specialty."

- ★ ..."faculty from other schools at [the university] are not necessarily qualified" [to teach in CE].

- ★ "Since the faculty needs/requirements of CE can vary so much from term to term...it will be extremely difficult to ever build a sizeable corps of full-time CE faculty or to assign CE teaching as a part of the on-load teaching of regular faculty...There will be pressures to assign more and more CE on-load as on-campus enrollments declines; however, CE needs to remain in a very fluid faculty situation."

Some preliminary attitudinal responses can be also reported. Almost all of the respondents to date believe faculty should receive more recognition toward tenure, promotion and salary increases for outstanding work in continuing education. About two-thirds of the respondents favor hiring some full-time (fiscal) year continuing education instructors who assign

property rights to their institutions. However, the respondents split 50-50 for and against more regular tenure-track faculty in the continuing education program.

Two-thirds of the respondents favor both increased use of tenure-track faculty from their own institution and a policy permitting the hiring of expert instructors from all available sources with a specific fee for each course taught. Some 80% believe regular faculty need training programs to learn how to deal more effectively with adult learners. Almost 60% of the respondents favor (25% opposed, the balance neutral) policy that would forbid their institution's faculty from teaching for other institutions or businesses in competition with their own or developing continuing education programs.

From these initial returns, it appears that the views of the future for higher education and continuing education are varied; however, policies for instructional staffing are clearly of major concern and will increasingly demand attention in the coming years.

INTELLECTUAL PROPERTY

In an era of accountability and inflation academic administrators, regents, legislative committees, and the faculty themselves are concerned about the disposition of rights in intellectual property generated at institutions of higher education. Has the economic and ethical climate of higher education changed so radically that the employer/employee relationship common to business is now the model that should be employed regarding ownership of patents, copyrights, computer programs, and other creative works? Has the lack of public and legislative response to the impact of inflation on faculty salaries forced faculty into a more entrepreneurial mode of operations concerning these rights? Or is it the entrepreneurial mode of faculty behavior that has caused the lack of public and legislative support for adequate salary increases? Have university administrators ignored the opportunity and managerial responsibility for creating an environment to facilitate exploitation of intellectual property rights to the benefit of the public, the institution and the faculty member involved? Though contrary views may be reasonably defended by individuals on all sides of these questions, public opinion and enlightened self-interest have forced faculty, administrators and regents to consider preparing institutional policy statements concerning these matters.

The Ethical and Economic Issues Project has collected and analyzed a number of university copyright policies. From this analysis a taxonomic hierarchy of the essential characteristics of thirty-nine policy statements has been created. Three different situations in which copyrightable material is generated were identified: (1) works commissioned by the university, (2) non-commissioned works developed with little or no use of university resources, and (3) non-commissioned works developed with some identifiable contribution of university resources. Analysis of policies within this framework revealed that, in all cases where a work is commissioned by the university, the university retains ownership rights. Non-commissioned works generated with no university resources are, in all cases, covered by policies which give faculty all property rights. In the intermediate area where works are non-commissioned but require the use of some identifiable university resources, the policy statements were about evenly split between assigning ownership to university or to faculty.

The emerging area of computer-related property rights is also receiving attention within this project's scope. Site visits were made to a number of midwestern universities where interviews were conducted with computing center directors, patent administrators, and audio-visual department administrators. These interviews not only added insight to the problems surrounding the development of policy in the computer-related property areas but also confirmed the hypothesis that an increasing number of institutions are uncomfortable about not addressing these issues. In addition, analyses of the copyright policies collected from major research universities indicate that there is considerable divergence in the manner in which computer-related property issues are handled. In some universities the problem is ignored, whereas in others it is explicitly addressed. Some universities found that it was necessary to develop a more general policy covering University Sponsored Educational Materials (USEM) and to include com-

Intellectual Property
continued

puter programs (software), courseware, data bases and hardware in this policy along with films, videotapes, slides and other such products.

Based on these sources of information, a paper, "Managing Computer Related Intellectual Property at Institutions of Higher Education," was written. It has been circulated to members of the Society of University Patent Administrators (SUPA). Responses from a number of SUPA members indicate that the problem of policy issues surrounding the ownership of computer related intellectual property is a real and growing issue in a number of institutions and that in very few instances does adequate policy exist. Syntactic analysis of existing policy statements in this area is somewhat premature in that few are available and substantive disagreements exist concerning the values and extent of the university contribution.

As the possibilities increase for generating intellectual properties that reflect the integration of education and technology (i.e., TV systems, computing, etc.), the ownership and financial benefits of these properties will become increasingly important issues. Universities that allocate expensive resources to the development of these properties will need to realize some benefits in order to continue providing support for property development. Appropriate incentives for faculty creators of intellectual property must also be considered. Perhaps the time is ripe for establishing a faculty/professional staff/administration coalition for development and use of intellectual property. This coalition would ensure proper returns on the contributions of all parties and establish a facilitative environment for the development of intellectual property. Such an arrangement could result in quality products for public benefit as well as financial support for higher education.

FACULTY SALARIES AND EARNINGS

The 1975 survey of the American Professoriate (Everett Ladd and Seymour Lipset) provided a data base of about 4,000 faculty from 111 randomly selected institutions. Using this data base a detailed study has been made relating basic salary, supplemental income and total family income to rank, discipline and type of institution. The average basic salary (in 1974-75) was $19,000, and this was supplemented by an average of $2,600 (13.7% of base) in earnings; 82% of all the responding faculty reported some supplemental income. A few (5%) report very large supplemental income of 50% or more of basic salary. Faculty, when asked to report their two largest sources of supplemental income, most frequently indicated Teaching (summer-40% and Teaching elsewhere-18%), Consulting-25% and "Other Sources"-24%. Some consulting for pay (including the 25% who indicated it was one of their two largest sources) was reported by 44%.

Academic rank accounted for most of the predicted variance in basic salary but had less effect on supplemental income. In contrast, discipline had modest impact on basic salary but was a major factor in predicting both the amount and type of supplemental income. Law, Business, Engineering, and Medicine faculty earned the most supplemental income and were most likely to do consulting or have private practices. Humanities professors had the least supplemental income, were less likely to consult or to have private practice or supplemental research salaries, but were more likely to report "other sources" of additional income. Surprisingly, the 11/12 month contract had little impact on either basic or supplemental salary, but these faculty did report less overload teaching and supplemental research salary. School quality and type had a moderately small impact on both basic and supplemental income and could largely be explained by faculty rank and discipline differences (e.g., two-year institutions have fewer full professors and few, if any, faculty in the high earnings fields of Law, Medicine and Engineering). Institutional and departmental involvement (e.g., in committees, elected faculty positions, administrative responsibilities, etc.) were positively related to basic salary but *not* to supplemental income; the number of hours spent in teaching was *negatively* related to both basic salary and supplemental income.

Other salary comparisons have been made using the U.S. Bureau of Census "Current Population Survey, March 1977."

The total reported earnings of college faculty were compared with those of other professionals who had completed six or more years of college. The results of earnings comparisons, when the effects of other factors (geographic location, age, sex, and race) were controlled, showed that faculty earned about $2,700 (12%) less than the mean earnings of the total sample. With a total sample size of 2405, an examination of earnings by individual disciplines within the college faculty group was not meaningful. A comparison of the grouped earnings of academic and nonacademic scientists and engineers revealed little difference in earnings between academics and nonacademics. When academic and nonacademic social scientists were included with this group, mean earnings for the academics were shown to be somewhat lower (by 6%), and the difference was statistically related to source of employment (academic vs. nonacademic). From these analyses, it appears that the total earnings of academics (presumably including supplemental income) are comparable to or slightly below those in generally equivalent nonacademic professions.

A third salary study in progress has obtained faculty salary data and related policy information from a survey of 48 research oriented universities in the Association of American Universities (AAU). Basic salary and supplemental salary by source that is paid by (or through) the institution was requested for selected disciplines including the physical, biological and social sciences, humanities and professional schools. Although the data analyses are still in progress it is quite apparent that a large number of faculty are receiving salaries from their institutions that are considerably above those reported nationally by the NCES-AAUP as basic salaries. It would seem that some academic salary reporting system, in addition to the current base salary data system, is needed to provide policy makers a clearer picture of the economic status of faculty.

STUDY OF THE CHICAGO (HUTCHINS) 4-E CONTRACT

In 1944 the University of Chicago instituted a contract for full-time faculty services. These contracts were known as "full-time 4-E Appointments under Statute 16-C" and were modeled after the contract instituted in 1927 by the University of Chicago's School of Medicine under which all medical faculty clinical earnings were paid to the School. (Such plans are widespread in medical schools today). Under the 4-E plan faculty were expected to devote their full time throughout the year to instruction and research. It was expected that the plan would improve faculty salaries and morale, create a sense of community, contribute to more rapid development of scholars and teachers and reduce interruption of University work for the sake of outside earnings. Under the 4-E Contract all compensation for professional services (honoraria, consulting fees, etc.) and royalties (patents, books, etc.) were assigned to the University. The 4-E was modified in 1948 and abandoned in the early 1950s in the post-Hutchins era. How well did the 4-E work? What were its major problems? Why was it abandoned? To obtain answers to these and related questions we have sent a survey to faculty who were at Chicago during the time of the 4-E Contract. We will report the results when completed. To date responses suggest that the 4-E was dropped because it put Chicago in an uncompetitive position in recruiting and keeping the best faculty. Reactions to how well it actually worked are mixed and range from very negative to quite favorable. The study would be more valuable if additional faculty who were at Chicago in the 1940s could be located. If readers of this Newsletter know of any such individuals or can provide information related to the 4-E Contract, please contact the Project Director.

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A number of educational leaders throughout the country are serving as advisors to the project. Some are providing assistance on specific topics and others are more broadly involved.

APPLICATION FOR EARLY REGISTRATION

FOURTH ANNUAL ACADEMIC PLANNING CONFERENCE

June 11-13, 1979
Newporter Inn
Newport Beach, California

Name _____

Position/Title _____

Institution _____

Address _____ City _____

State _____ Zip _____ Phone _____

Please enclose a check for $90 made payable to UNIVERSITY OF SOUTHERN CALIFORNIA. *Registration is restricted.* PRIORITY WILL BE GIVEN TO EARLY REGISTRATIONS. Full refunds will be made for cancellations made prior to MAY 1, 1979.

A limited number of no-cost faculty registrations are available. If you wish to apply for such a no-cost registration, please list on a separate page your reasons for wishing to attend the conference, whether or not your institution can provide any financial support for your attendance, and any experience as a member/officer of a faculty senate, AAUP, faculty union or some other group representing faculty. DEADLINE FOR NO-COST FACULTY REGISTRATIONS IS MAY 1, 1979.

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